Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Saviour's Church of England Junior School

Vision

St. Saviour's fosters a strong sense of community and belonging. We instil a sense of calmness within our school environment, just as Jesus calmed the storm, which we believe extends into the wider community. Our progressive curriculum exposes children to new experiences which gives every child the opportunity to achieve their potential. Through these principles, we seek to create an inclusive and supportive space where all individuals feel valued and journey with us through the storm and calm of life.
Community, Consideration, Courage.

St Saviour's Church of England Junior School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- Leaders have ensured the Christian vision and core values are embedded and understood at St Saviour's. Compassionate leadership in the school underpins key decisions. As a result, the school is a caring, calm and inclusive place that proudly serves its community.
- Collective worship is valued as a special time when the school comes together to celebrate its identity as a Church school. It is a time to reflect on the vision and values and how they apply to daily life. This supports spiritual flourishing.
- Carefully planned learning and a wide range of extra-curricular opportunities, rooted in the school's Christian vision, nurture and inspire pupils to flourish. They support their academic, social, emotional and spiritual needs and encourage pupils to reach their potential and flourish. This is especially true for pupils with special educational needs and/or disabilities (SEND), or who are deemed vulnerable or disadvantaged.
- Pupils value religious education (RE). It is well led and has been designed to include study of a range of religions and non-religious worldviews. This enables pupils to ask important questions with respect and understanding.

Development Points

- Extend pupils' existing experience of local issues to engage with broader issues of injustice. This is to enable pupils to drive change as courageous advocates.
- Strengthen the school's approach to talking about spirituality. This is to deepen understanding and extend opportunities for spiritual development across the curriculum and within collective worship.

Inspection Findings

Vision and Leadership

St Saviour's is a caring, calm and inclusive school, rooted in a deep understanding of the community it serves. The school's Christian vision, inspired by the belief of the potential of every individual, is clearly evident and supports pupils to feel valued, loved and enabled to flourish. Anchored in Christian teaching, including the example of Jesus calming the storm, this vision reflects values of courage, community and consideration. These are lived out daily across the school. Compassionate leaders deliver the vision and values in various ways. Pupils clearly demonstrate their understanding of them through their actions. The vision is embedded within the school's development plans. Governors review the implementation of the vision and evaluate its effectiveness, using evidence to evaluate impact. Leaders and governors place the vision at the centre of decision-making. As a result, it is clearly articulated and pupils live it out consistently. Leaders and governors cultivate this shared commitment, embedding it within the school's culture. For example, pupils benefit from wide-ranging after school clubs, which support them to access exciting opportunities. This strengthens engagement across the school community, as well as fostering resilience in personal development.

Vision and Curriculum

The school's Christian vision is clear in its commitment to developing the whole child. Its carefully designed curriculum promotes inclusion, calmness and curiosity. This approach ensures that pupils feel valued and supported as individuals within a caring community. For example, leaders have prioritised sporting opportunities, recognising their value in developing pupils' physical health, emotional resilience and overall wellbeing. Pupils engage enthusiastically in these experiences, which effectively support the school's broader vision for holistic development. Pupils enjoy activities such as a pop-up swimming pool, viewing outdoor learning as a meaningful and enjoyable extension of the curriculum. They respond positively to encouragement and gentle challenge, developing creativity, resilience and problem-solving skills. The school's welcoming ethos extends across the wider community, where parents, carers and community partners feel valued, listened to and included. They speak positively about the school's compassionate leadership and its understanding of family needs. This inclusive approach supports the success of pupils with SEND and strengthens the school's overall offer. Families appreciate the range of experiences provided, especially the after-school clubs, which help prepare children for future life. Staff are beginning to reflect on and record spiritual moments, but this is at an early stage. Pupils are also still developing the confidence to express how these experiences shape their understanding.

Worship and Spirituality

Worship at St Saviour's is a valued and uplifting part of daily life, reflecting its distinct identity as a Church school. Worship regularly draws on Bible stories and the life and teachings of Jesus. This helps pupils to understand and practise Christian values. Leaders ensure the experience is open, accessible and inclusive for the whole school community. Staff thoughtfully integrate themes such as courage. Worship contributes positively to the whole school community, enriching the spiritual experiences of staff and pupils alike. The sharing of ideas together is a joyful feature, offering encouragement and a sense of unity throughout the day. Pupils engage readily with worship, responding with insight to questions and developing a meaningful understanding of Jesus' teachings. They value moments of stillness and reflection, which support their wellbeing and nurture personal and spiritual growth. Pupils are able to link values explored in worship to everyday contexts, such as showing community through charitable actions. Opportunities to explore different places to pray help to develop their understanding of spirituality, with many pupils expressing a love of listening to their 'inner voice'. While pupils show a developing awareness of spirituality, they do not talk about it readily. As a result, opportunities to further extend and deepen this aspect of their development are missed.

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Vision and School Culture

Positive behaviour practices, underpinned by consideration and courage, contribute to a welcoming school. The Christian vision of inclusion and belonging shapes this approach, encouraging pupils to live these values in their daily interactions. Supportive adults consistently model and reinforce these expectations. Leaders prioritise strong relationships with parents and recognise their importance in promoting inclusion and positive mental health. Staff listen to and work alongside families, fostering a collaborative partnership that benefits the whole community. A restorative approach to behaviour is effective. As a result, a calm atmosphere permeates the school at all levels. Rooted in the school's vision, leaders cultivate a culture where every individual is valued and supported. Staff feel confident in seeking support, knowing they will be met with care and encouragement. This is further strengthened by governors who prioritise staff wellbeing and professional development, supporting them to flourish.

Vision, Justice and Responsibility

Community and consideration for others, rooted in the school's Christian vision, are consistently evident and strongly shape an inclusive school culture. Leaders provide pupils with various opportunities to take on responsibilities across the school, helping to develop leadership skills and social awareness. They enjoy being worship leaders and school council leaders. Pupils engage enthusiastically in charitable initiatives, showing pride in contributing to causes that matter to them. For example, they speak proudly of helping to donate food to a local food bank. They are beginning to take greater ownership of these activities, demonstrating their commitment to making a positive difference. However, pupils are not yet routinely or independently taking action to challenge injustice beyond structured activities led by adults. As a result, their understanding of how they can personally recognise, respond to and address issues of injustice remains limited. Opportunities to explore how they might influence change within their own community and beyond are undeveloped.

Religious Education

Leaders champion RE with commitment and enthusiasm. They give RE a high profile within the life of this Church school. Leaders have developed an engaging curriculum shaped by thought-provoking questions. These stimulate pupil curiosity and generate pupil questions and investigation. This key strength encourages learners to take ownership and supports the development of critical thinking skills. The RE curriculum effectively encourages pupils to explore key religious ideas from a range of perspectives, helping them to develop secure and meaningful understanding. Pupils show enthusiasm for RE as it prompts them to think about different faiths, beliefs and variations within religious traditions. This approach broadens their knowledge while also fostering respect for diversity in their community. Pupils are beginning to express their understanding of a range of cultures and traditions with increasing confidence. The school offers a safe, inclusive environment where pupils are supported to reflect on beliefs and make thoughtful choices. This helps them develop a strong sense of identity and belonging. Leaders' monitoring of RE is effective. Targeted staff training contributes to sustained improvements and ongoing development of the curriculum.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	Elm Grove, Westgate on Sea, Kent CT8 8LD		
Date	30 April 2026	URN	118695
Type of school	Voluntary controlled	No. of pupils	375
Diocese	Canterbury		
Headteacher	Nick Bonell		
Chair of Governors	Stephen Lancaster		
Inspector	Howard Fisher		